Key Strategies of the Board P12 Committee:

1. Enhance and improve internal knowledge of and communication about P12 engineering education within ASEE. Specifically:
   a. Communicate to ASEE membership:
      i. The impact of P12 engineering education on the undergraduate and graduate engineering education diversity, recruitment and retention.
      ii. The range of P12 efforts within ASEE, including those of the P12 BOD Committee on P12 Engineering Education, and the Pre-College Engineering Education (PCEE) Division.
      iii. Funding opportunities appropriate to P20 engineering education.
   b. Encourage intra-divisional (e.g., between PCEE and First Year Program) and intra-committee (e.g., with Engineering Dean’s Council) initiatives related to P12 engineering education.
   c. Change the ASEE mission and vision to include its commitment to excellence in P12 engineering education (see above).

2. Support mutually beneficial partnerships, collaborations, and relationships between ASEE and other organizations.
   a. Explore partnerships with organizations:
      i. To utilize their existing infrastructure in P12, particularly with respect to professional development credits, teacher evaluation measures, etc.
      ii. To connect with P12 STEM teacher preparation programs.
      iii. To share best practices, resources, and research in engineering education (e.g., by participating in P12 STEM education conferences).
   b. Provide our engineering education expertise to outside organizations:
      i. To serve as a resource for states who have signed onto NGSS – or to those who have engineering education in P12 standards.
      ii. To ensure that ASEE has a voice to contribute to national-level conversations about P12 engineering education (e.g., among national education and engineering organizations).